



Week 4 Assignment: Group Project: Design and Create Technology-Based Learning Activities

Overview

The purpose of the assignment this week is to design student-centered learning experiences with technology. As a technology leader in your classroom, school, or district, you will be expected to know how to devise technology-enhanced learning plans and interventions to meet the needs of diverse learners. Also, you will be expected to know and understand what types of professional development best supports teachers for the implementation of various technologies in the instructional process. Additionally, you will collaborate with your learning team in the Google Docs, Google site, and CAST areas to create learning activities, as denoted in the plan your team created in Week 3, for the solution to your scenario-based group project.

Directions

This week, your learning team will continue to collaborate in the Google docs area to fine-tune the activities you plan to include in your group project. The next step in completing your group project is to design and create technology-based examples of the learning activities your team recommends as a solution for the scenario. The examples should be reflective of what your team brainstormed and recommended in your Google doc plan. Then you will publish the learning activities/units to your team Google site. Each of you should have created a UDL learning unit in Week 3. These can be utilized as part of your scenario solution, provided they support the team plan.

If you need to review the scenario, you can access it in the Resources folder or online at the Google site: <http://sites.google.com/site/luteachingwithtechnology/>.

Your team is welcome to be as creative as you like with this project. You are encouraged to incorporate video, blogs, wikis, and documents to share examples of how your team would provide a solution for the scenario.

Remember to review your plan components and design the learning samples/units/activities to reflect what you brainstormed as your solution.

As you make decisions about which strategies to include as solutions for the scenario, you might want to review the type of instructional strategies that could provide feedback and evidence of student learning. Ask yourself this question, "How will students demonstrate their learning?" If there are presentations, the strategies should clearly delineate whether the project/presentation is representative of an individual, pair, or group's work. Rubrics could delineate the responsibilities.

Also, when planning for successful teaching with technology lessons as ideas for the scenario, it is extremely important that you clearly identify the state content standards, benchmarks, or indicators that students must learn. Then, find the technology standards and indicators that complement the content standards. You can locate the National Educational Technology standards at the ISTE Web site <http://www.iste.org/AM/Template.cfm?Section=NETS>.

Rubric

Use the following rubric to guide your work.

Task(s)	Acceptable	Unacceptable
Team Learning Activities - Google doc	<ul style="list-style-type: none"> • Evidence each team member has contributed content to the learning team Google site. • Team Google site link sent to the academic coach. • Activities mirror the team action plan and they include evidence of the following components: <p>Design of the integration/intervention program:</p> <ul style="list-style-type: none"> • What grade level and content area(s) will you address to meet the unique needs of 30 students? <p>Implementation of the integration/intervention program:</p> <ul style="list-style-type: none"> • Examples of learning activities/units to address each unique set of needs in the scenario. • Evidence of a way to address the professional development needs of the teacher in the scenario. • Evidence of the use 21st-century technology tends. <p>Evidence of ways to meet individual differences of:</p> <ul style="list-style-type: none"> • gifted and talented, online users, disabled, blind, hearing impaired, multiple-achievement levels. <p>Assessment of the integration/intervention program:</p> <ul style="list-style-type: none"> • Evidence of assessment for each learning activity. • Evidence for some type of assessment/observation/reflection of how you know when the teacher has an understanding of how to teach with technology to 	<ul style="list-style-type: none"> • Incomplete team member participation. • Failure to include evidence of each of the action plan components listed in the "Acceptable" column. • Failure to send the Google doc link to academic coach.

	benefit student learning (maximum 20 pts)	
Team Google Site	<ul style="list-style-type: none"> Google scenario activities are aligned with the action plan and loaded to the team Google site. Team Google site shared with team members. Team Google site link sent to the academic coach by the team leader. <p>(maximum 10 pts)</p>	<ul style="list-style-type: none"> Failure to align the activities to the action plan (in other words there is little to no evidence that the team created examples as outlined in the team plan). Failure to load activities to the Google site. Late with completion. General failure to follow expectations outlined in the "Acceptable" column of this rubric. Failure to send the team Google site link to the academic coach.

Workspace

In this space, you will provide the URLs for the following:

- Your team Google site that contains your team's technology learning activities.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 4 of this course.

Your team Google URL	http://docs.google.com/Doc?docid=0AWKZ4Hgl0ijxZGNoY2RxODhfMGc3NmtrcGN6&hl=en
Time and date of completion	11:59pm 12/14/09